

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Houston Elementary School

Gilbert Unified District  
500 E. Houston, Gilbert, AZ 85234-6914

<input type="checkbox"/>	Excelling
<input checked="" type="checkbox"/>	Improving
<input type="checkbox"/>	Maintaining Performance
<input type="checkbox"/>	Underperforming
<input type="checkbox"/>	Extremely Small School

**Principal:** Mr. Shane McCord  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** [www.gilbert.k12.az.us/Schools/schools.html](http://www.gilbert.k12.az.us/Schools/schools.html)  
**E-mail:** Unpublished or Unavailable

**Grades:** Pre-K-6  
**2002 Enrollment:** 575  
**Phone:** (480) 497-9790  
**Fax:** (480) 813-6997

## ∨ School Overview ∨

### Mission

At Houston Elementary School, we believe open, effective communication between home and school strengthens both institutions; that lifelong learning can be nurtured by the home/school partnership; that children thrive in an atmosphere which promotes cooperation, responsibility and excellence. We believe in learning to live and living to learn, and commit our energy and resources to the creation of the rich learning climate which supports this belief.

### Organization and Philosophy

- w Foundational Learning Methods
- w Positive School Climate
- w Students First
- w Community-based

### School/Academic Goals

- w Focus on academic excellence through basic and critical-thinking skills. Diagnostic assessments, along with pre- and post-evaluations. Cooperative learning techniques that incorporate leadership and negotiation skill development.
- w The integration of grade-level curricula with special curricula.

### Instructional Programs

- w Accelerated Learning Program
- w Phonics-based Instruction (K-3)
- w Special Education Preschool
- w ESL
- w Primary & Intermediate SCILLS
- w Resource Recovery Lab
- w Special Area Curricula
- w After Hour Instructional Clubs

- w Create an atmosphere of communication networks between home and school. These include PTSO, Site Council and community events, parent/teacher conferences, curriculum nights and teacher/parent/student activity clubs.
- w Dissemination of materials through district, school and community media.

### Enrollment

October 1, 2001 School Year Student Enrollment:	604
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	135

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 0 Non-certified Employee(s)  
 3 Teacher(s)  
 3 Parent(s)  
 1 Community Member(s)  
 0 Student(s)

### Council Duties

w Parent/Teacher Relations  
 w Communication/School Information  
 w School Safety Issues  
 w Campus-wide Morale Building Activities  
 w Extracurricular Activities  
 w Curriculum Development

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	53.00
Other Professional Staff	4.00	Teacher Aide	25.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	14	8	0	0
7 to 9 years	21	7	0	0
10 or more years	14	13	1	0

## ▽ Shared Responsibilities ▽

### School

Student safety: visitor sign-in; crossing guards; peer mediation; DARE; CHAMPS; safety assemblies and evacuation drills. Academic success: staff work collegially; attend classes and meetings; and develop student-focused programs. Quarterly report cards, based on several assessment strategies. Home/school communication: monthly newsletters; weekly bulletins and reports, notices, conferences; teacher updates and progress reports.

### Parents

Active participation by parents is encouraged. Parents are responsible for their child's attendance and should ensure that students are on time and prepared to learn by sending the child to school well-fed, well-rested and dressed appropriately. Through events, such as Grade Level Curriculum Nights and a variety of music/drama performances, parents are encouraged to support academic endeavors. We currently have an average of 15 parent volunteers on our campus each day.

## ▽ Transportation Policy ▽

Houston Elementary serves an attendance area which is approximately 1.5 square miles in size. It is a densely populated community in which the majority of the students walk or ride bicycles to school. Four Crossing Guards assist students at three different locations before and after school. One bus serves students who live across one of our major streets. We also have three special education buses which transport students from several miles away to the special programs offered at our school.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/15/02
<b>Average Daily Instruction Time:</b>	5 hrs. 55 min.	<b>Last Day of School:</b>	5/23/03

**Operates on Traditional Schedule**

### Report Card Release Dates

10/16/02	12/20/02	3/14/03	5/22/03
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## Additional Calendar/Report Card Information

## ▽ Resources Available at School Site ▽

### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W Computer Lab	W Multipurpose/Gymnasium
W Media Center	W Science-based Project Rooms

### Extracurricular Activities

W CHAMPS	W Student Council
W Chess Club	W Oceanography Club
W Fun Runs	W Reading Club (Grades 2-6)
W Intramurals	

### School/Community Resources

W Afterschool Programs	W Breakfast Program
W Lunch Program	W Health Services
W Staff Development	W Community Classes
W Recreational Activities	W Weekend Sporting Events

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |  |
|--|--|
| w Students Helping Students, Peer Assistance and Mediation Awards.         | w Community/business/volunteer partnership achievements.   |
| w Gilbert Junior High and Houston Elementary articulation accomplishments. | w Students in Grades 3-6 academic gains in reading, language and mathematics Stanford 9 test score data. |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	7.9 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.2 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	5.0 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	100.0 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.0 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Gilbert Days Parade Award	1998
District Poetry/Writing Awards	2002
Academic Achievement Awards (4-6)	2002
United Way Food Drive Goal Accomplished	2001

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	61	568	2%	5%	30%	64%
	State	58840	524	9%	17%	45%	29%
Writing	School	61	571	2%	5%	62%	31%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	61	550	2%	15%	34%	49%
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.  
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

Reading	School	86	517	8%	14%	50%	28%
	State	61305	505	21%	20%	43%	15%
Writing	School	86	551	7%	10%	49%	34%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	86	524	5%	22%	19%	55%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	79	72	60	--	--	--
2	Reading	--	--	--	100	71	50	100	65	52	100	72	53	84	65	57
	Language	--	--	--	100	71	40	100	55	43	100	63	44	82	54	48
	Mathematics	--	--	--	100	72	51	100	67	55	99	69	57	82	59	61
3	Reading	100	66	47	100	59	47	100	65	48	88	68	50	84	76	50
	Language	100	74	49	100	59	51	100	69	54	88	71	56	84	79	57
	Mathematics	100	66	46	100	50	49	100	62	52	88	66	54	84	76	56
4	Reading	86	65	53	100	68	54	92	67	54	96	75	55	86	72	55
	Language	86	61	47	100	59	49	90	60	48	95	64	50	86	60	50
	Mathematics	86	67	51	100	59	54	91	67	55	96	73	57	86	71	58
5	Reading	96	65	51	100	73	51	99	62	51	95	69	51	88	74	53
	Language	96	57	42	100	65	44	100	57	45	95	65	45	88	67	47
	Mathematics	96	80	51	100	81	54	100	66	55	95	77	57	88	79	59
6	Reading	94	70	53	100	65	54	93	71	53	90	67	54	85	70	56
	Language	95	63	41	100	62	44	92	66	44	91	60	45	86	65	47
	Mathematics	95	79	57	100	80	59	92	83	60	90	74	63	82	78	65

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>72</b>	<b>69</b>
<b>Grades 3-4</b>	<b>86</b>	<b>78</b>
<b>Grades 4-5</b>	<b>69</b>	<b>75</b>
<b>Grades 5-6</b>	<b>75</b>	<b>77</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our dynamic staff are wonderful role models for their students in and out of the classrooms. We promote positive school climate with Positive Action Awards and gatherings throughout the year in our multipurpose room. We incorporate 'Purple Friday's' to continue the tradition of 'Husky' pride and excellence in all we do. We require all visitors to sign-in, and request them to wear a visitor's badge upon their arrival to protect the safety of each child.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

1

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,827	\$1,797,956
Classroom Supplies	\$25	\$15,612
Administration	\$282	\$179,176
Support Services-Students	\$135	\$85,980
Other Support Services and Operations	\$618	\$393,369
Total Expenditures- All Categories 2000-2001	\$3,887	\$2,472,093

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Shane McCord	(480) 497-9790	
<b>Transportation Policy</b>	Jay Morris	(480) 497-3311	
<b>Community Resources</b>	Tammy Callison	(480) 497-9790	
<b>School Nutrition Programs</b>	Gail Tressler	(480) 497-9790	
<b>Parent Organization</b>	Teresa Schwarz	(480) 497-9790	
<b>Student Health/Nurse</b>	Chris Ingram	(480) 497-9790	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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